

Report for Jared Richardson

08/17/23

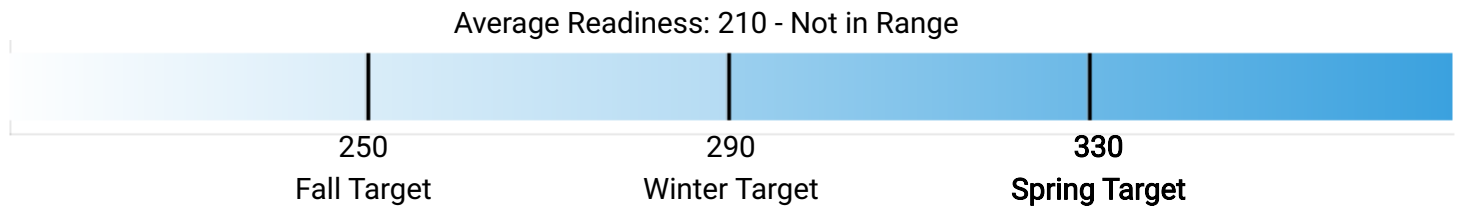
Spring (03/19/2022 - 08/30/2023)


Reading - Grade 2

What is Classworks Universal Screener?

The Universal Screener is an academic assessment that identifies readiness for on-grade level instruction. Jared has recently taken the Classworks screener at school.

Overall Performance



Test Date	Suggested Tier	Overall Score	Percentile Rank	GLE
03/21/22	 Urgent Intervention	210	7th	K

Domain Performance

Domain	Scaled Score	GLE
Reading	200	K
Word Analysis	200	K

Scaled Scores provide a single, consistent way to measure student growth from year to year. The scaled score reflects both overall growth and domain specific growth over time.

Grade Level Equivalency (GLE) is based on your student's level of performance overall and within each domain. GLEs can also be used to guide student groups and small group instruction.

CLASSWORKS CO SCHOOL DISTRICT

Dyslexia Indicator

The Classworks Universal Screener can help identify students who may be at risk of reading difficulties like dyslexia. These results identify warning signs with students and determine if additional testing is recommended to help build important reading skills.

● Additional Testing Recommended

Jared's Universal Screener results indicate additional testing for dyslexia.

Early Literacy Indicators

Classworks Universal Screener measures early literacy skills in beginning readers. Mastery of these literacy concepts is key to becoming a successful reader.

Phonological Memory

The ability to hold on to speech-based information in short-term memory is called phonological memory. It is distinct from phonological awareness, which only refers to the ability to identify sounds. We rely heavily on our phonological memory when reading and spelling.

- **At Risk** To build phonological memory, Jared may benefit from explicit instruction, modeling, and repeated practice hearing phonemes and remembering them while being asked to manipulate them.

Phoneme Manipulation Tasks

Phoneme manipulation is the act of rearranging or changing individual sounds (phonemes) in a word to create new words. This can be done by adding, deleting, or substituting phonemes. For example, a child may change the /s/ in “sat” to /b/ to get “bat”.

- **At Risk** To strengthen phoneme manipulation skills, Jared may benefit from explicit instruction, modeling, and repeated practice changing and rearranging phonemes within single-syllable words.

Alphabetic Knowledge

The ability to identify letters by name, shape, and sound. Letter naming is recognizing letter shapes and associating them with a letter name. Letter-sound knowledge is determining what sounds are associated with a letter.

- **At Risk** To strengthen knowledge of letter shapes with their related sounds, Jared may benefit from explicit instruction, modeling, and repeated practice pairing letter shapes with objects starting with the corresponding sounds connected to each letter.

Blending

Decoding is recognizing that each letter makes a specific sound, and blending is putting those sounds together to read the word.

- **At Risk** To strengthen blending skills, Jared may benefit from explicit instruction, modeling, and repeated practice fluently joining together the individual sound spellings (also called letter-sound correspondence) in a word.

Word Identification

The ability to accurately and automatically identify sight words and apply decoding strategies to read unfamiliar words.

- **At Risk** To build word identification skills, Jared may benefit from explicit instruction, modeling, and repeated practice opportunities with word identification, including words with newly introduced sound-letter relations or word parts mixed with previously learned words.

Word Recognition Fluency

The cluster of strategies that are used to recognize words in reading, including the instant recognition of sight words, the interpretation of context clues, and the use of phonics and structural analysis (morphology).

- **At Risk** To strengthen word recognition skills, Jared may benefit from explicit instruction, modeling and repeated practice decoding and gaining meaning from common words.

Oral Vocabulary

An important focus of literacy and refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).

- **At Risk** To build vocabulary, Jared may benefit from modeling, repeated exposure, and explicit instruction so Jared becomes confident in the meaning of words and their use in context.

Semantics

Semantics refers to understanding the meaning of sentences and the relationship of words within a sentence.

- **At Risk** To strengthen awareness of semantics and syntax, Jared may benefit from explicit instruction, modeling, and repeated practice determining the meaning from sentences when multiple-meaning words are involved.

Basic Text Comprehension

The ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

- **At Risk** To strengthen comprehension skills, Jared may benefit from explicit instruction, modeling, and repeated practice answering text-based questions (main idea, summary, characters/plot/setting)